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ABSTRACT

The purpose of this study was to analyze high school yearbooks, relative to quantitative page allotments, when classified by the size of the community, the type of socioeconomic environment of the school, and the size of the graduating class. A normative survey was conducted using a questionnaire requesting the respondent to furnish a copy of the 1971 yearbook. The questionnaire was sent to randomly selected schools throughout the United States. It was found that (1) yearbook costs revealed no clear trend, except that most of the yearbooks surveyed were self-supporting; (2) most of the yearbooks contained paid advertising; (3) all the yearbooks contained pictures of seniors and a majority had pictures of all upperclassmen from grade ten; and (4) athletics, general, musical, and club activities received about the same amount of coverage. It was concluded that yearbooks are basically self-supporting, the primary revenue coming from advertising and the sale of the books, and that more space is given to extracurricular and cocurricular activities than to academic pursuits. A bibliography and appendixes are included. (Author/DI)

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A QUANTITATIVE STUDY OF HIGH SCHOOL YEARBOOK CONTENT

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CHAPTER I

THE PROBLEM, PROCEDURES, AND DEFINITIONS OF TERMS USED

Background

The yearbook or annual has been a common part of most high schools for many decades. Usually the book has been published as a result of long hours of labor by an advisor and a staff of students. The annual has given students an opportunity to learn many technical aspects of school publications while compiling a record of the school's activities.

The yearbook, while often emphasizing certain phases of the school program over others, nevertheless has served as a permanent record of the school's history. School officials and parents, as well as students may, and often do, refer to the yearbook for needed information. The book has, in addition, been desired by students for the collection of teacher and peer autographs and other personal mementos.

While many articles have been written about the publishing of yearbooks and many workshops are held annually to assist advisors and student editors in their task, a somewhat neglected phase of yearbook publication and analysis exists relative to the quantitative aspects of the annual. Advisors and students have questioned the distribution or allocation of their page allotments. The decision concerning the number of pages to be utilized for each class, club, sport or other activity has often been made with difficulty.

Advisors and student editors have wondered how their judgment in terms of page allocation compares to decisions of staffs from other schools. Often they have samples of a few other yearbooks, but seldom do they have this type of information from across the country. They may also be concerned about the selling price of their book, the cost of advertising (per page or fractional part), and other factors. It is a common practice to compare work with others in a similar category. Answers to some if not all of these questions might somewhat ease the burden of publishing a yearbook.

The Problem

Statement of the problem. It was the purpose of this study to analyze yearbooks relative to the quantitative page allotments, when classified by selected demographic factors.

Importance of the study. Teacher advisors and students have long been interested in the publication of yearbooks or annuals. They have been aware of the technical aspects of producing the book, but often have not known how their book's allocation of pages among activities, their selling price, and their advertising costs have compared with books from schools across the country. This study was intended, therefore, to add to the existing body of knowledge dealing with yearbook publication.

Methods of Procedure and Sources of Data

The purposes of this section were to describe: (1) the methods used in obtaining the sample; (2) the design of the questionnaire; and (3) the statistical treatment of the data.

Obtaining the sample. The sample of the population of high schools throughout the United States was obtained by utilizing the listing provided by Patterson's American Education: Volume LXVI. (20)* A random selection of 600 high schools was made from this national listing. The following procedure was utilized:

A six digit number was obtained from Rand's Million Random Digits with 100,000 Normal Deviates. (21)

a. The first three digits between 001 and 560 were utilized to determine the page number to be utilized in Patterson's. Numbers associated with pages which did not contain listings of schools were discarded.

b. The next (fourth) digit was reduced modulo 3 to determine the column to be used in selection. Random numbers containing the fourth digit " were discarded.

*Numbers in parentheses refer to the bibliography; numbers after the colon are page numbers.

c. The last two digits were reduced modulo N (the number of high schools listed in that particular column) in order to determine the school to be selected.

d. Pages containing less than one-half page of school listings were limited to having a maximum of three schools selected. This was a purely arbitrary determination.

e. The selection process was continued until six hundred schools had been selected. Sampling was without replacement.

A letter and a single page questionnaire were mailed January 7, 1972, to the yearbook advisors of each of the randomly selected schools. A follow-up inquiry was mailed approximately one month later to those advisors who had yet to respond to the initial request for information. Samples of the questionnaire and covering letters are in Appendix A.

Design of the questionnaire. The questionnaire was designed in a manner such that yearbook advisors could select responses from a list of alternatives or indicate answers with a word, number, or very short statement. The questions were rather brief and only six in number.

These questions were designed to elicit the following information: (1) the size of the school district, (2) the type of school (public, private, church supported, etc.), (3) a description of the student body's socioeconomic background, (4) the number of seniors in the graduating class, (5) the price of the yearbook to students, and (6) the rate schedule for advertising space. The covering letter requested a copy of the school's 1971 yearbook.

Treatment of the data. All data were analyzed and reported in terms of replies (yearbooks) received. Analysis of the yearbooks was conducted, based upon the demographic data compiled from the questionnaires. All data were classified utilizing an instrument specifically constructed for this purpose (Appendix B). These analyses are presented in both tabular and narrative form in Chapter III, and summaries and conclusions are drawn in Chapter IV. Chapter II is a review of pertinent literature.

Limitations of the Study

The limitations of any study conducted by the use of normative survey techniques existed in this study. A further limitation resulted from the fact that reliability of the data depended upon the accuracy with which respondents interpreted the questions and responded to them. The accuracy

of counting pages assigned to each activity and the subjective nature of the judgments required to assign questionable pages to such objective classifications were also limitations to the study.

A further limitation is the educational and experiential background of the authors. While they have been directly and indirectly involved with yearbook publications over the past years, their training and experience have been somewhat limited, similarly perhaps to that of many yearbook advisors across the country.

Definitions of Terms Used

Several terms employed in this study were defined as follows:

adviser/advisor of publications: a member of a college or high school faculty assigned to guide students in the publication of school newspapers, magazines, handbooks, or yearbooks. Syn. publication adviser; publication sponsor; publication supervisor; supervisor of publications. (14:18)

annual: an illustrated record of the school year, usually in book form, written, edited, and published by a class or group of students in a university, college or high school. Syn. yearbook. (14:30)

yearbook: Syn. annual (14:611)

All other terms used, where not specifically defined, have been taken from Good's Dictionary of Education. (14)

CHAPTER II

REVIEW OF RELATED LITERATURE

Recent literature concerning the various aspects of high school yearbooks is not extensive. It appears that few, if any, exhaustive studies have been undertaken in this area. Many authors of the articles that do exist mention the dirth of materials with which to work. These same authors request materials and information from all sources in order to provide a base from which they may do their own work.

The literature concerning high school annuals, while few in number of entries, is broad in scope. Some articles inform the reader of workshops available to aid student editors and advisors while others provide opinion dealing with the value of producing yearbooks - value for the students, advisors, schools in general and the community as a whole. Other authors have treated the history of high school yearbooks.

Additional articles have been written about yearbook production - its organization, the budget, advertising, covers, circulation, distribution, and other facets of the problem. A number of articles have been written concerning the yearbook advisor - his training and preparation, and the role which he plays as an advisor.

The literature, because of the scope of material available, was categorized into three general areas.

The first area dealt with the value of the yearbook and the second area was concerned with the yearbook itself. Information about the advisor was included as the third general area.

Value of the Yearbook

Many authors of articles, directly or indirectly, examined the value of publishing high school yearbooks. The apparent conclusion reached by most indicated that very definite needs were fulfilled by student publication of yearbooks and encouraged continued support for this activity.

Campbell reported that apparently no exhaustive studies of the origins for high school yearbooks have been made, but stated that "The Evergreen," Waterville Academy's (New York) yearbook, first published in 1845, is the first known high school yearbook. (3:103-6) Little is known about what thought was given to the value of such early publications to the student, school, and/or the community.

Many articles on the subject included a discussion of the merits and shortcomings of these publications. Their value to the student is often questioned. One author who enthusiastically supported the yearbook as an invaluable teaching tool was Lowe. His comments related to student produced yearbooks, not books where lay-out and photography

are professionally done and copy is often rewritten from the previous year's book. Lowe argues that student produced yearbooks encourage creativity in all areas of endeavor: art, photography, design, copy, lay-out, writing, editing, and other activities. Yearbooks aid in learning business techniques such as finance, advertising, sales and distribution. Additional values learned through the production of high school yearbooks include: accuracy, dependability, loyalty, tact, responsibility, school spirit, and self-reliance. (18:24)

The value of the yearbook has been cited in relationship to its value to student creativity. Sister Mary Edward wrote of the utilization of journalism students and their creative writing ability in building a yearbook. (12:65) In an editorial comment in School Activities a plea was made for a return to the "creative educational approach" in producing a yearbook. The opinion was given that artist, engraver, photographer, and printer services should be used only for consultation, not for putting the book out. (22:144-5)

Francis offered additional support in regard to the value of the yearbook in a discussion on photography. It was suggested that the students themselves do much of the photography needed for the yearbook. He proposed the use of a photography contest for all students enrolled in the school. Benefits of the plan included the development of

student creativity, more free time for the advisor since students were covering most of their own activities, and the promotion of school spirit and public relations. (13:177-8)

Danielson, in discussing the purposes of the high school yearbook, stated that yearbook production serves as a valuable educational tool. Not only do students learn the technical details of a subject, but they also learn about human nature and how to work with others toward the accomplishment of a common goal. (10:173-5)

The yearbook is of value also to the school and the community. Its public relations value has been cited by several authors. Campbell, writing to school publications advisors, stressed the necessity of realizing the value of school publications in fostering and promoting good public relations for the school. He recommended that advisors have a comprehensive understanding of educational public relations. (5:261-2) Kingsbury indicated that yearbooks were an effective means for the public to see what was going on in the schools. (17:141-3) According to Danielson one purpose of the yearbook is that it acts as a means of promoting good public relations. (10:173-5) The yearbook was described by Burk as a vital tool that can be utilized by the school for public relations purposes. (1:276)

The further value of the yearbook to the school and community was illustrated by Danielson. In discussing the

purposes of the yearbook he stated that the effective yearbook is a memory book, an accurate and pleasant one-year recording of the school's history. (10:173-5)

A further value associated with yearbooks is described by Jappe. He cited the experience of being a yearbook advisor as an aid to his development as a teacher. Personal contact with the students engaged in the production of the book gave him many opportunities to teach in a setting different from that of the traditional classroom. (16:244-6)

The Yearbook

L. R. Campbell wrote that the purpose of a yearbook is to pictorially present a record of the school history, including activities and attitudes, covering both students and faculty. (8:227-8) As stated earlier, Danielson described the yearbook as a memory book - a record of the school's history for one year. (10:173-5)

Many high school yearbook staffs are composed of non-professional, unpaid personnel. Students are recruited from English classes; yearbook advisors are drafted from the faculty. It is difficult to produce a high-quality yearbook under such conditions.

Neumeier argues that yearbook production has little to do with academic classes such as English. Areas more closely associated with yearbook production are art,

photography, and business. To allow the students and faculty the most educational experience while producing a yearbook, Neumeier suggests that responsibility be divided among four teachers, one in each of the fields of art, photography, business, and language arts. Each faculty member would then recruit interested students from his classes. In this way yearbook development would become an important part of the academic program of the school, rather than the extra-curricular activity it is often considered. (19:199-201)

Students and faculty that are on the yearbook staff are often untrained. One possible solution to this problem is to offer workshops in yearbook production. Horton described one such workshop which is held annually at The Ohio State University. This workshop is attended by over 2,000 participants from nearly 400 schools in 14 states. The students and sponsors attend classes, prepare and publish three newspapers and one yearbook, hear lectures delivered by guests with national reputations, and participate in on-campus social activities. This workshop was designed to meet the needs of both students and sponsors of all school related publications. The sessions devoted to yearbook publication deal extensively with design, content, use of the dummy, copy setting, photography, typography and color, staff selection, art, and "appeal factors." (15:11-13)

The value of the high school yearbook workshop is emphasized by Shaughnessy in his description of the purpose of the Detroit Student Press Association. The Association, comprised of 79 Michigan, Ohio, and Ontario, Canada schools, offers workshops, courses, and seminars in high school publication editing. The author stresses that the participatting high school editors improve their knowledge of technical aspects of yearbook development. The workshop is also important because it offers the high school student the opportunity to experience on-campus college living, which should positively affect the students future thinking on the importance of a college education. (23:238)

The literature also includes many short articles on selected aspects of publishing annuals. Each segment of the yearbook is the subject of several articles. Covers, content, accounting, budgeting, advertising, and distribution are some of the topics covered.

Reporting the results of a survey dealing with the merits of the padded versus hardbound yearbook covers is the subject of an article in School Activities. Yearbooks with padded covers cost more than do their hard-bound counterparts; they tend to break away from their bindings more frequently; and they are bulky. Despite these apparent disadvantages, padded covers are often preferred by high school yearbook staffs. However, a survey taken in 1959

and replicated in 1961 indicated that yearbooks with hard-bound covers by far outnumber those with padded covers. (24:269)

The content of the yearbook should include both the curricular and the often referred to "extracurricular" undertakings of the school. The content should reflect the basic purposes of the school, as well as the yearbook. Kingsbury includes in his list of purposes the following: a student project; a record; a student memory book; a school-year history; and a public relations instrument. (17:141-3)

Several general principles concerning planning the yearbook were discussed by Danielson. He stressed student production over professional production wherever possible. A pre-set theme allows for coordinated planning. Deadlines must be determined and met. He suggests that methods and themes should differ from year to year, reflecting the changes in each class. (10:173-5)

Budget and finances may be sources of many problems to both students and sponsors. L. R. Campbell equates a high school yearbook with a business. The yearbook staff should have a treasurer and a system of bookkeeping that can be audited. The exact financial status of the yearbook should be a matter of public record, told monthly in a published statement. (4:22)

In another article in which he deals with yearbook finances, Campbell declared that each high school yearbook staff must have a workable budget at the beginning of the school year. The staff must estimate income from all sources and then itemize all general expenditures. The budget committee can then devise new ways of raising funds if this becomes necessary. Careful budget planning and systematic revision can prevent the staff from overspending. (6:115-7)

An article by H. B. Campbell included advice for both students and sponsors in the areas of advertising and distribution. Since most yearbooks depend upon advertising revenues for at least half of their publishing costs, he stressed the importance of training students in the art of selling advertising. Included among the several suggestions offered were those that the student should: (1) have advance preparation evident in his sales presentation; (2) have a business-like appearance; and (3) call on merchants who have bought advertising in the past. (2:171-3)

Concerning yearbook distribution, L. R. Campbell wrote that an accurate list of students who ordered a yearbook must be compiled. This list should be posted well in advance of delivery in order to allow students the opportunity to check for errors. The staff should set up a central pick-up station or, if the school is large, several places for

yearbook delivery. Following these hints can save the circulation staff many hours of time in dealing with problems involved in distribution. (7:215-6)

One organization the high school yearbook staff must take into account is the national rating service. The authors of several articles described how to effectively use this service, while at the same time how not to be too concerned with it and ignore the needs of the individual school. The value of student produced annuals over professionally produced books is stressed.

The values of the national rating service have been discussed by Click. The critical services provide the necessary materials to high school publication advisors for evaluating their own annuals. In analyzing a yearbook, the critical service lists, page by page, the technical weaknesses and strengths of each aspect of publishing, and includes a score-card for evaluating the yearbook. Without the valuable opinion of an objective third party, the advisor would have to rely only on his own judgment. Conversely because the rating service is an impersonal third party, it cannot effectively judge many aspects of the local yearbook. The service is concerned with technicalities and cannot know the personal history and attitudes of each high school. Thus the service does not rate the

yearbook in its own school and community context, but on technical comparisons with other high schools. (9:150-1)

National rating services were discussed by the editor of School Activities as he supported student-produced yearbooks over professionally produced yearbooks. Arguing that students need some initiative to do more of their own work, the author suggests that the national rating services could increase their amount of credit (presently two hundred out of seven thousand points) given to student-produced annuals. Student creativity should not be inhibited in favor of convenience and professional appearance.

An alternative to the yearbook, a magazine-annual, was described by Diesman. The magazine-annual is a combination memory book and collection of student-produced writings. This publication usually appears two or three times a year and all issues are bound into one volume at the end of the year. The author explained that the advisor spends more time with this type of publication, but the satisfaction gained from having many more students participate makes up for time spent on the project. (11:407-8)

The Advisor

Often the advisor has not been trained to cope with the many details involved in the production of a yearbook.

The advisor may not have had a course dealing with student activities, or more importantly, may not have had a course specifically designed for high school publication advisors.

The areas of staff selection, organization of material, planning of objectives, training of staff, and general information about planning the yearbook were cited by Danielson as basic problems of the advisor. (10:173-5) A solution to the problems listed may be found if the advisor has had a college course stressing the various aspects of school publications. Campbell recommended that yearbook supervisors should think of their role as teacher and guide, not as the boss. The advisor must not stifle student creativity. He concludes that a good university course in yearbook production will benefit all participants. (8:227-8)

Kingsbury recommended that advisors attend yearbook short courses and participate in appropriate associations. He also suggested to high school principals that the advisor be selected very carefully. The position should not be forced upon an inexperienced or unwilling teacher. The principal should safeguard against a high turnover rate of advisors by allowing some free time and by offering a supplementary salary for the teacher willing to assume responsibility for the yearbook. (17:141-3)

Summary

A review of literature about high school yearbooks shows that much work needs to be done in this area. Very few articles have been written in recent years. The information that is available is sketchy and often not complete. It is usually directed to the advisor. The small amount of literature directed toward the high school student staff is not considered very helpful for serious high school editors intent on producing a quality yearbook. As was pointed out by several authors, few research studies have been undertaken in this area, thus leaving much room for expansion of concrete knowledge.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The purposes of this chapter were to present the results of the analysis of the data gathered from yearbooks relative to the quantitative page allotments when classified by selected demographic factors. The three major classifications utilized in this analysis were (1) size of the school district, (2) socioeconomic background, and (3) the number of seniors in the graduating class.

Mailing and Receipt of Questionnaire and Yearbook

The questionnaire (Appendix A) was sent to yearbook advisors of each of the randomly selected schools. The mailing took place on January 7, 1972, with a follow-up letter being mailed to non-respondents approximately one month later.

Of the 600 randomly selected schools it can be assumed that 547 of these received the request for data, that is, only 53 undelivered letters were returned. Of these 547 requests which were delivered 149 yearbooks were received in response. In addition, 42 schools responded that they would have liked to participate but had no extra copies of their yearbook to send. The results of this study are therefore based upon a 27 per cent response of the adjusted sample. While this is less than a desirable per cent of response it is believed that it is sufficiently large to justify generalizing to the population as a whole.

It is planned to replicate this study within one year with some modification of design. Requests for yearbooks will be made early in the school year. In addition, if funding is available, it is believed that the schools should at least expect to receive the postage for their trouble in packaging and mailing their yearbook. It is assumed that these basic modifications in procedure will result in a significantly higher per cent of response.

Analysis of the Data

Yearbooks were analyzed utilizing three demographic classification factors. These factors remained the same throughout the study, and were used as the basis for all individual analyses (Appendix A).

The first factor was that of the size of the school district. For the purposes of this study the following were utilized: rural, suburban, village (less than 10,000 population), town (between 10,000 and 50,000 population), and city (in excess of 50,000 population).

The second factor was that of a self-selected socio-economic base. The respondent was asked to choose from the following: low, farm/ranch, suburban, average, or other

The third and final factor was that of the size of the graduating class. Here the respondent (usually the yearbook advisor) was asked to give the total number of students in the

graduating class. These were then classified by the researchers into the following categories: 1-25, 26-50, 51-100, 101-200, 201-300, 301-400, 401-500, or 501+.

Yearbook cost. Examination of the data in Table 1 shows that a vast majority of schools sell their yearbooks without any type of subsidy from the school board. Four of every five respondents replied that they did not receive a subsidy.

Further examination of the data reveals that a vast preponderance of the schools sell their yearbooks from between $3.51 and $6.50. Slightly under 80 per cent of the respondents fell into this price range.

Of particular interest is the fact that more suburban high schools tend to charge a higher price for their yearbook than do the rural or village schools. Nearly 75 per cent of the suburban schools charge over five dollars for their books while two-thirds of both the rural and village school districts price their books at five dollars or under. Complete data are presented in Table 1.

The cost of the yearbooks was then analyzed based upon the self-selector socioeconomic factors. When the data were examined it was found that over 85 per cent of the suburban schools charged over five dollars for their yearbooks, while those high schools which classified themselves as either "low socioeconomic" or "farm/ranch" tended to charge less. In the latter two categories over two-thirds of the schools charged five dollars or less for their efforts. These data are presented in Table 2.

TABLE 1. YEARBOOK COST CLASSIFIED BY SELECTED DEMOGRAPHIC FACTOR OF POPULATION SIZE OF DISTRICT IN WHICH HIGH SCHOOL IS LOCATED.

			Factors as a Per Cent of "N"						
Descriptor		N	1	2	3	4	5	6	Total
Rural	w	7	0	0	9	7	0	0	16
	w/o	37	0	7	52	23	2	0	84
	T	44	0	7	61	30	2	0	100
Suburban	w	6	5	0	10	0	15	0	30
	w/o	15	0	0	11	34	25	0	70
	T	21	5	0	21	34	40	0	100
Village	w	3	0	3	3	3	0	0	9
	w/o	32	0	0	60	28	3	0	91
	T	35	0	3	63	31	3	0	100
Town	w	7	0	0	7	10	7	0	24
	w/o	22	0	0	17	45	10	4	76
	T	29	0	0	24	55	17	4	100
City	w	5	5	0	5	0	14	0	24
	w/o	15	5	0	14	34	9	14	76
	T	20	10	0	19	34	23	14	100
Total	w	28	1	1	7	5	5	0	19
	w/o	121	1	2	37	30	8	3	81
	T	149	2	3	44	35	13	3	100

Key: w = with subsidy*
w/o = without subsidy
T = Total by demographic factor

1 = No cost to student
2 = $1.00 - $3.50
3 = $3.51 - $5.00
4 = $5.01 - $6.50
5 = $6.51 - $10.00
6 = $10.01+

*Price charged student is less than "market value." Individual student may be required to sell a specified (minimum) amount of advertising, the Board of Education may underwrite the yearbook, the student may have to buy an activity card, or other forms of subsidization may prevail.

TABLE 2. YEARBOOK COST CLASSIFIED BY SELECTED DEMOGRAPHIC FACTOR OF SOCIOECONOMIC DESCRIPTOR.

Descriptor		N	Factors as a Per Cent of "N" 1	2	3	4	5	6	Total
Low Socio-Econ.	w	3	0	0	16	7	0	0	23
	w/o	9	0	7	49	7	7	7	77
	T	12	0	7	65	14	7	7	100
Farm/ Ranch	w	5	0	3	9	3	0	0	15
	w/o	29	0	3	59	23	0	0	85
	T	34	0	6	68	26	0	0	100
Suburban	w	4	0	0	7	0	19	0	26
	w/o	13	0	0	7	42	25	0	74
	T	17	0	0	14	42	44	0	100
Average	w	13	3	0	1	7	7	0	18
	w/o	58	0	0	31	40	7	4	82
	T	71	3	0	32	47	14	4	100
Other	w	3	0	0	20	0	0	0	20
	w/o	12	7	7	33	20	13	0	80
	T	15	7	7	53	20	13	0	100
Total	w	28	1	1	7	5	5	0	19
	w/o	121	1	2	37	30	8	3	81
	T	149	2	3	44	35	13	3	100

Key: w = with subsidy*
w/o = without subsidy
T = Total by demographic factor

1 = No cost to student
2 = $1.00 - $3.50
3 = $3.51 - $5.00
4 = $5.01 - $6.50
5 = $6.51 - $10.00
6 = $10.01+

*Price charged student is less than "market value." Individual student may be required to sell a specified (minimum) amount of advertising, the Board of Education may underwrite the yearbook, the student may have to buy an activity card, or other forms of subsidization may prevail.

When the data were analyzed by the size of the graduating class little in the way of trends was apparent. The reader is urged to examine these data, presented in Table 3, and draw his own conclusions.

Advertising costs. Examination of the data presented in Tables 4 and 5 reveals that about one-fifth of the schools sold no display advertising and over one-third did not have a contributors page. The single most apparent fact concerning the sale of advertising was that there was a wide variance in the cost per page, both for display ads and for inclusion in the contributors page. About one-third of the schools that sold display ads charged $50 or less for a full page ad, while nearly one-third charged between $50.01 and $100 per full page ad.

Number of student pictures per page. Data concerning the number of pictures per page, classified by grade level, are presented in Tables 6, 7, 8, 9, 10, 11, 12, and 13. The data tend to group themselves into natural categories. The senior high schools (grades 10, 11, and 12) appear to present similar patterns (Tables 6, 7, and 8) as do the junior high schools (grades 7 and 8, Tables 10 and 11) as well as the upper elementary level (grades 5 and 6, Tables 12 and 13). The ninth grade (Table 9) presents a picture that is similar to none of the others. It is believed that this may be due to the organazational structure of the individual schools. In some schools this grade may be treated as senior high school (freshmen) and in others as part of the junior high school.

TABLE 3. YEARBOOK COST CLASSIFIED BY SELECTED DEMOGRAPHIC FACTOR OF SIZE OF GRADUATING CLASS.

Descriptor		N	Factors as a Per Cent of "N" 1	2	3	4	5	6	Total
1 - 25	w	4	0	0	12	12	0	0	24
	w/o	13	0	17	59	0	0	0	76
	T	17	0	17	71	12	0	0	100
26 - 50	w	2	0	0	9	0	0	0	9
	w/o	21	0	0	52	31	4	4	91
	T	23	0	0	61	31	4	4	100
51 - 100	w	3	5	5	0	5	0	0	15
	w/o	17	0	0	65	15	5	0	85
	T	20	5	5	65	20	5	0	100
101 - 200	w	8	3	0	13	3	6	0	25
	w/o	25	0	0	36	36	0	3	75
	T	33	3	0	49	39	6	3	100
201 - 300	w	2	0	0	0	8	8	0	16
	w/o	10	0	0	18	50	8	8	84
	T	12	0	0	18	58	16	8	100
301 - 400	w	4	0	0	8	8	15	0	31
	w/o	9	0	0	0	54	15	0	69
	T	13	0	0	8	62	30	0	100
401 - 500	w	0	0	0	0	0	0	0	0
	w/o	11	0	0	17	66	17	0	100
	T	11	0	0	17	66	17	0	100
501+	w	6	0	0	6	6	17	0	29
	w/o	14	6	0	6	32	21	6	71
	T	20	6	0	12	38	38	6	100
Total	w	28	1	1	7	5	5	0	19
	w/o	121	1	2	37	30	8	3	81
	T	149	2	3	44	35	13	3	100

Key: See explanation of Key on either Table 1 or Table 2.

TABLE 4. COST PER FULL PAGE ADVERTISEMENT IN YEARBOOK, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS.

			Factors as a Per Cent of "N"						
	Descriptor	N	1	2	3	4	5	6	Total
"A"	Rural	44	59	24	0	17	0	0	100
	Suburban	21	11	29	11	20	0	29	100
	Village	35	45	22	0	19	4	10	100
	Town	29	18	49	15	11	7	0	100
	City	20	11	31	6	46	0	6	100
"B"	Low Socio-Econ.	12	42	33	0	25	0	0	100
	Farm/Ranch	34	48	16	0	30	3	3	100
	Suburban	17	6	24	18	24	0	28	100
	Average	71	33	36	6	17	3	5	100
	Other	15	35	35	0	8	0	22	100
"C"	Grad. Class Size								
	1 - 25	17	48	0	0	30	0	22	100
	26 - 50	23	66	17	0	17	0	0	100
	51 - 100	20	40	30	0	20	10	0	100
	101 - 200	33	29	37	7	19	0	8	100
	201 - 300	12	33	33	0	25	0	9	100
	301 - 400	13	9	47	16	16	0	12	100
	401 - 500	11	0	34	18	18	0	30	100
	501+	20	12	50	12	18	0	8	100
"D"	All Schools	149	35	30	6	21	3	5	100

Key:
1. Less than $50
2. $50.01 - $100
3. $100.01+
4. Advertising not sold
5. Contributors page only
6. No response

TABLE 5. COST FOR MENTION IN CONTRIBUTORS PAGE (ADVERTISEMENT) IN YEARBOOK, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS.

			Factors as a Per Cent of "N"						
	Descriptor	N	1	2	3	4	5	6	Total
"A"	Rural	44	18	9	30	11	7	25	100
	Suburban	21	29	10	14	5	10	32	100
	Village	35	17	6	23	11	3	40	100
	Town	29	7	3	21	28	14	27	100
	City	20	20	10	10	15	0	45	100
"B"	Low Socio-Econ.	12	33	8	8	17	8	26	100
	Farm/Ranch	34	24	3	26	6	3	38	100
	Suburban	17	35	12	6	12	6	29	100
	Average	71	11	7	28	17	7	30	100
	Other	15	0	13	7	20	13	47	100
"C"	Grad. Class Size								
	1 - 25	17	24	12	12	0	6	46	100
	26 - 50	23	17	4	43	4	0	32	100
	51 - 100	20	15	5	30	20	10	20	100
	101 - 200	33	15	12	15	18	9	31	100
	201 - 300	12	42	0	8	17	0	33	100
	301 - 400	13	0	15	23	8	15	39	100
	401 - 500	11	0	0	17	33	17	33	100
	501+	20	17	6	17	22	6	32	100
"D"	All Schools	149	17	7	21	14	6	35	100

Key:
1. No set amount
2. $2.50 and below
3. $2.51 - $5.00
4. $5.01 - $10.00
5. $10.01+
6. No response or not sold

TABLE 6. AVERAGE NUMBER OF SENIOR (GRADE 12) PICTURES PER PAGE IN YEARBOOK, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS

			Factors as a Per Cent of "N"					
	Descriptor	N	1	2	3	4	5	Total
"A"	Rural	44	5	54	30	11	0	100
	Suburban	21	0	19	33	48	0	100
	Village	35	6	45	26	23	0	100
	Town	29	0	3	38	59	0	100
	City	20	0	15	30	50	5	100
"B"	Low Socio-Econ.	12	9	33	33	25	0	100
	Farm/Ranch	34	6	44	26	24	0	100
	Suburban	17	0	24	24	52	0	100
	Average	71	1	27	35	37	0	100
	Other	15	0	40	27	27	6	100
"C"	Grad. Class Size							
	1 - 25	17	18	82	0	0	0	100
	26 - 50	23	0	65	26	9	0	100
	51 - 100	20	0	45	45	10	0	100
	101 - 200	33	0	18	48	34	0	100
	201 - 300	12	0	8	50	42	0	100
	301 - 400	13	0	8	38	54	0	100
	401 - 500	11	0	0	0	100	0	100
	501+	20	0	0	17	78	5	100
"D"	All Schools	149	3	32	31	33	1	100

Key:

1. 1-3
2. 4-6
3. 7-10
4. 11+
5. Group picture

TABLE 7. AVERAGE NUMBER OF JUNIOR (GRADE 11) PICTURES PER PAGE IN YEARBOOK, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS

			Factors as a Per Cent of "N"					
	Descriptor	N	1	2	3	4	5	Total
"A"	Rural	44	0	27	57	5	11	100
	Suburban	21	0	10	24	52	14	100
	Village	35	0	29	49	18	4	100
	Town	29	3	0	17	66	14	100
	City	20	10	10	25	45	10	100
"B"	Low Socio-Econ.	12	0	33	33	25	9	100
	Farm/Ranch	34	0	29	47	15	9	100
	Suburban	17	0	0	31	61	8	100
	Average	71	3	11	40	35	11	100
	Other	15	6	27	27	27	13	100
"C"	Grad. Class Size							
	1 - 25	17	0	65	23	0	12	100
	26 - 50	23	0	22	65	0	13	100
	51 - 100	20	6	21	56	11	6	100
	101 - 200	33	3	15	49	18	15	100
	201 - 300	12	0	0	25	67	8	100
	301 - 400	13	0	0	23	62	15	100
	401 - 500	11	0	0	33	67	0	100
	501+	20	6	0	6	83	5	100
"D"	All Schools	149	2	18	38	32	10	100

Key:
1. Not included
2. 1-15
3. 16-30
4. 31+
5. Group picture

TABLE 8. AVERAGE NUMBER OF SOPHOMORE (GRADE 10) PICTURES PER PAGE IN YEARBOOK, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS

			Factors as a Per Cent of "N"					
	Descriptor	N	1	2	3	4	5	Total
"A"	Rural	44	3	28	51	10	8	100
	Suburban	21	0	5	33	48	14	100
	Village	35	0	26	51	20	3	100
	Town	29	3	0	14	73	10	100
	City	20	10	10	25	45	10	100
"B"	Low Socio-Econ.	12	8	25	42	25	0	100
	Farm/Ranch	34	0	29	50	12	9	100
	Suburban	17	0	6	29	59	6	100
	Average	71	3	10	40	38	9	100
	Other	15	8	21	8	48	15	100
"C"	Grad. Class Size							
	1 - 25	17	7	55	31	0	7	100
	26 - 50	23	0	27	58	5	10	100
	51 - 100	20	0	25	55	15	5	100
	101 - 200	33	3	9	49	24	15	100
	201 - 300	12	0	0	25	75	0	100
	301 - 400	13	0	0	23	62	15	100
	401 - 500	11	0	0	33	67	0	100
	501+	20	11	0	6	77	6	100
"D"	All Schools	149	3	16	38	35	8	100

Key:

1. Not included
2. 1-15
3. 16-30
4. 31+
5. Group picture

TABLE 9. AVERAGE NUMBER OF FRESHMAN (GRADE 9) PICTURES PER PAGE IN YEARBOOK, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS

			Factors as a Per Cent of "N"					
	Descriptor	N	1	2	3	4	5	Total
"A"	Rural	44	9	20	50	12	9	100
	Suburban	21	33	5	19	29	14	100
	Village	35	6	26	45	20	3	100
	Town	29	60	0	11	25	4	100
	City	20	45	15	5	25	10	100
"B"	Low Socio-Econ.	12	25	17	33	25	0	100
	Farm/Ranch	34	12	23	47	9	9	100
	Suburban	17	36	7	19	31	7	100
	Average	71	31	10	31	21	7	100
	Other	15	27	27	6	27	13	100
"C"	Grad. Class Size							
	1 - 25	17	6	53	35	0	6	100
	26 - 50	23	4	22	57	4	13	100
	51 - 100	20	0	20	55	20	5	100
	101 - 200	33	18	9	31	27	15	100
	201 - 300	12	33	0	17	50	0	100
	301 - 400	13	48	0	10	32	10	100
	401 - 500	11	66	0	17	17	0	100
	501+	20	83	0	0	17	0	100
"D"	All Schools	149	26	15	31	20	8	100

Key:

1. Not included
2. 1-15
3. 16-30
4. 31+
5. Group picture

One trend revealed by the data was that, as the size of the graduating class became larger, fewer pictures of underclassmen were included in the yearbooks. In all cases senior pictures were included.

In almost all cases student pictures of grades 10, 11, and 12 were included and very seldom was a group picture used. In the case of ninth grade classes, nearly one-fourth of the yearbooks omitted pictures of this grade level. Group pictures were seldom used.

Overall, when the junior high schools were considered (grades 7 and 8, Tables 10 and 11) approximately two thirds of the schools sampled did not include pictures of these students. Again, group pictures were not extensively used.

In the elementary grades considered (grades 5 and 6, Tables 12 and 13) nearly four fifths of the yearbooks analyzed did not include these grades. When these grades were included they generally were from those schools with a smaller student body (as determined by the size of the graduating class). It was the impression of the researchers, gained while analyzing the yearbooks, yet without the benefit of an actual count, that most of the yearbooks which contained these grade levels tended to come from schools where all of the students were housed under one roof or in the buildings located at one central site.

Data concerning the lower grades (grades 1 through 4) were similar to those for grades five and six, and were not included in the study for this reason.

TABLE 10. AVERAGE NUMBER OF GRADE 8 STUDENT PICTURES PER PAGE IN YEARBOOK, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS

			Factors as a Per Cent of "N"					
	Descriptor	N	1	2	3	4	5	Total
"A"	Rural	44	36	14	20	14	16	100
	Suburban	21	76	0	5	14	5	100
	Village	35	54	6	23	14	3	100
	Town	29	90	0	0	7	3	100
	City	20	95	0	5	0	0	100
"B"	Low Socio-Econ.	12	33	8	33	18	8	100
	Farm/Ranch	34	47	9	17	12	15	100
	Suburban	17	94	0	6	0	0	100
	Average	71	70	0	13	14	3	100
	Other	15	67	7	13	0	13	100
	Grad. Class Size							
"C"	1 - 25	17	29	18	35	0	18	100
	26 - 50	23	35	4	35	13	13	100
	51 - 100	20	50	5	20	25	0	100
	101 - 200	33	73	0	9	12	6	100
	201 - 300	12	75	0	0	25	0	100
	301 - 400	13	92	0	0	0	8	100
	401 - 500	11	100	0	0	0	0	100
	501+	20	100	0	0	0	0	100
"D"	All Schools	149	64	3	15	11	7	100

Key:

1. Not included
2. 1-15
3. 16-30
4. 31+
5. Group picture

TABLE 11. AVERAGE NUMBER OF GRADE 7 STUDENT PICTURES PER PAGE IN YEARBOOK, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS

			Factors as a Per Cent of "N"					
	Descriptor	N	1	2	3	4	5	Total
"A"	Rural	44	36	14	20	14	16	100
	Suburban	21	86	0	0	9	5	100
	Village	35	57	6	26	8	3	100
	Town	29	94	0	0	3	3	100
	City	20	95	5	0	0	0	100
"B"	Low Socio-Econ.	12	33	17	25	17	8	100
	Farm/Ranch	34	47	15	15	8	15	100
	Suburban	17	94	0	6	0	0	100
	Average	71	76	0	11	10	3	100
	Other	15	67	13	7	0	13	100
"C"	Grad. Class Size							
	1 - 25	17	29	29	24	0	18	100
	26 - 50	23	35	13	30	9	13	100
	51 - 100	20	55	5	20	20	0	100
	101 - 200	33	82	0	6	6	6	100
	201 - 300	12	75	0	0	25	0	100
	301 - 400	13	92	0	0	0	8	100
	401 - 500	11	100	0	0	0	0	100
	501+	20	100	0	0	0	0	100
"D"	All Schools	149	67	6	12	8	7	100

Key:
1. Not included
2. 1-15
3. 16-30
4. 31+
5. Group picture

TABLE 12. AVERAGE NUMBER OF GRADE 6 STUDENT PICTURES PER PAGE, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS.

			Factors as a Per Cent of "N"				
	Descriptor	N	1	2	3	4	5	Total
"A"	Rural	44	53	12	9	7	19	100
	Suburban	21	100	0	0	0	0	100
	Village	35	71	6	11	9	3	100
	Town	29	97	0	0	0	3	100
	City	20	95	5	0	0	0	100
"B"	Low Socio-Econ.	12	58	17	17	0	8	100
	Farm/Ranch	34	53	12	10	10	15	100
	Suburban	17	94	0	6	0	0	100
	Average	71	89	1	3	4	3	100
	Other	15	80	7	0	0	13	100
	Grad. Class Size							
"C"	1 - 25	17	35	35	12	0	18	100
	26 - 50	23	40	9	14	14	23	100
	51 - 100	20	85	0	10	5	0	100
	101 - 200	33	94	0	0	3	3	100
	201 - 300	12	100	0	0	0	0	100
	301 - 400	13	92	0	0	0	8	100
	401 - 500	11	100	0	0	0	0	100
	501+	20	100	0	0	0	0	100
"D"	All Schools	149	78	5	5	5	7	100

Key:
1. Not included
2. 1-15
3. 16-30
4. 31+
5. Group picture

TABLE 13. AVERAGE NUMBER OF GRADE 5 STUDENT PICTURES PER PAGE IN YEARBOOK, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS

			Factors as a Per Cent of "N"				
	Descriptor	N	1	2	3	4	5	Total
"A"	Rural	44	53	12	9	7	19	100
	Suburban	21	100	0	0	0	0	100
	Village	35	74	6	11	6	3	100
	Town	29	97	0	0	0	3	100
	City	20	95	5	0	0	0	100
"B"	Low Socio-Econ.	12	59	8	25	0	8	100
	Farm/Ranch	34	53	12	12	6	17	100
	Suburban	17	94	0	6	0	0	100
	Average	71	90	1	3	3	3	100
	Other	15	80	7	0	0	13	100
"C"	Grad. Class Size							
	1 - 25	17	35	29	18	0	18	100
	26 - 50	23	39	9	17	9	26	100
	51 - 100	20	85	0	10	5	0	100
	101 - 200	33	97	0	0	0	3	100
	201 - 300	12	100	0	0	0	0	100
	301 - 400	13	92	0	0	0	8	100
	401 - 500	11	100	0	0	0	0	100
	501+	20	100	0	0	0	0	100
"D"	All Schools	149	78	5	7	3	7	100

Key:
1. Not included
2. 1-15
3. 16-30
4. 31+
5. Group picture

Activities. Tables 14, 15, 16, 17, 18, and 19 present data dealing with various types of activities. These classifications were of necessity quite broad and page number allotments were made by the researchers in an arbitrary manner, yet in all cases this was done with the best interests of the project uppermost in mind. Each table will be discussed individually. For a more complete listing of the criteria used for page allotments assignment to a particular category the reader is referred to the analysis sheet in Appendix B.

Table 14, which deals with the number of pages devoted to faculty, administration and staff shows that this group is usually included (98 per cent of the yearbooks analyzed). As would be expected the larger schools tended to devote more pages to this group than did the smaller schools. This is undoubtedly related to the size of the school and its staff.

Yearbook pages devoted to academic activities were analyzed and presented in Table 15. One salient fact which emerged from these data was that nearly one-fourth of the schools did not include any pages dealing with activities of this nature, and nearly three fourths of the schools devoted only one to six pages to the coverage of academic pursuits.

General activities were analyzed in Table 16. There was a wide distribution in the per cent of number of pages, with little indication of an identifiable trend. Activities of a general nature were included in practically all yearbooks analyzed.

TABLE 14. NUMBER OF YEARBOOK PAGES DEVOTED TO FACULTY, ADMINISTRATION AND STAFF, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS*

			Factors as a Per Cent of "N"						
	Descriptor	N	1	2	3	4	5	6	Total
"A"	Rural	44	0	36	49	11	4	0	100
	Suburban	21	0	0	33	24	43	0	100
	Village	35	3	34	46	17	0	0	100
	Town	29	3	9	46	26	16	0	100
	City	20	5	20	25	30	10	10	100
"B"	Low Socio-Econ.	12	8	33	33	18	8	0	100
	Farm/Ranch	34	0	38	47	15	0	0	100
	Suburban	17	0	12	42	23	23	0	100
	Average	71	3	15	42	24	15	1	100
	Other	15	0	33	40	7	13	7	100
"C"	Grad. Class Size								
	1 - 25	17	0	71	29	0	0	0	100
	26 - 50	23	0	41	55	4	0	0	100
	51 - 100	20	5	30	50	15	0	0	100
	101 - 200	33	3	12	43	27	15	0	100
	201 - 300	12	0	0	56	22	22	0	100
	301 - 400	13	0	6	29	44	21	0	100
	401 - 500	11	17	17	0	33	33	0	100
	501+	20	0	0	45	22	22	11	100
"D"	All Schools	149	2	23	42	20	12	1	100

Key:
1. None
2. 1-6
3. 7-15
4. 16-25
5. 26-40
6. 41+

*includes teachers, principal(s), superintendent(s), board of education members, teacher aids, cooks, custodian(s), secretaries, bus drivers, etc.

TABLE 15. NUMBER OF YEARBOOK PAGES DEVOTED TO ACADEMIC ACTIVITIES, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS*

			Factors as a Per Cent of "N"						
	Descriptor	N	1	2	3	4	5	6	Total
"A"	Rural	44	34	66	0	0	0	0	100
	Suburban	21	14	81	5	0	0	0	100
	Village	35	26	71	3	0	0	0	100
	Town	29	14	86	0	0	0	0	100
	City	20	25	65	5	5	0	0	100
"B"	Low Socio-Econ.	12	33	67	0	0	0	0	100
	Farm/Ranch	34	22	78	0	0	0	0	100
	Suburban	17	18	76	0	6	0	0	100
	Average	71	24	71	5	0	0	0	100
	Other	15	27	73	0	0	0	0	100
"C"	Grad. Class Size								
	1 - 25	17	50	50	0	0	0	0	100
	26 - 50	23	23	77	0	0	0	0	100
	51 - 100	20	30	70	0	0	0	0	100
	101 - 200	33	24	70	6	0	0	0	100
	201 - 300	12	17	83	0	0	0	0	100
	301 - 400	13	23	77	0	0	0	0	100
	401 - 500	11	0	83	0	17	0	0	100
	501+	20	17	78	5	0	0	0	100
"D"	All Schools	149	24	73	2	1	0	0	100

Key:
1. None
2. 1-6
3. 7-15
4. 16-25
5. 26-40
6. 41+

*includes awards and honors in subject areas, National Honor Society, class and graduation honors and standings, etc.

TABLE 16. NUMBER OF YEARBOOK PAGES DEVOTED TO GENERAL ACTIVITIES, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS*

			Factors as a Per Cent of "N"						
	Descriptor	N	1	2	3	4	5	6	Total
"A"	Rural	44	0	7	32	27	27	7	100
	Suburban	21	0	0	9	5	48	38	100
	Village	35	0	3	40	37	17	3	100
	Town	29	3	0	3	17	49	28	100
	City	20	0	0	0	40	15	45	100
"B"	Low Socio-Econ.	12	0	17	33	25	17	8	100
	Farm/Ranch	34	0	3	44	32	15	6	100
	Suburban	17	0	0	11	0	43	46	100
	Average	71	1	1	10	31	37	20	100
	Other	15	0	0	20	20	33	27	100
"C"	Grad. Class Size								
	1 - 25	17	0	18	47	29	0	6	100
	26 - 50	23	0	0	30	48	18	4	100
	51 - 100	20	0	5	35	40	15	5	100
	101 - 200	33	0	0	15	27	46	12	100
	201 - 300	12	0	0	17	17	58	8	100
	301 - 400	13	8	0	0	8	38	46	100
	401 - 500	11	0	0	0	0	50	50	100
	501+	20	0	0	0	17	28	55	100
"D"	All Schools	149	1	3	21	26	30	19	100

Key:
1. None
2. 1-6
3. 7-15
4. 16-25
5. 26-40
6. 41+

*includes general school pictures, students in classes and around school, proms, cheerleaders, homecoming, royalty (favorites), Who's Who, plays and speech (if not a part of clubs) and excluding musical activities.

Musical activities, including band, orchestra, and vocal groups were included in 90 per cent of the books analyzed. Nearly 85 per cent of the books devoted 1 to 15 pages to this type of activity. Complete data are presented in Table 17.

The classification of "Clubs and Organizations" was an extremely broad category and thus these activities were in evidence in a preponderance of the yearbooks analyzed. It might be assumed that organizations thus classified in this category exist in high schools throughout the country, therefore their appearance in this study was to be expected. These data are presented in Table 18.

The number of pages devoted to athletics, which included intramural sports (but not physical education) appeared similar to the pattern of pages devoted to both clubs and general activities. Data are presented in Table 19.

Miscellaneous data. These data, which fit no particular classification schema, are presented for their general interest.

It is evident from the data presented in Table 20 that one fourth of the schools had no pages devoted to advertising. There was no apparent pattern of the number of pages devoted to advertising.

The number of pages which were printed in color was low. Two-thirds of the sample analyzed had no pages in color. Data are presented in Table 21.

Finally, when the yearbooks were analyzed by the total number of pages the only pattern which emerged was that the smaller

TABLE 17. NUMBER OF YEARBOOK PAGES DEVOTED TO MUSICAL ACTIVITIES, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS*

			Factors as a Per Cent of "N"						
	Descriptor	N	1	2	3	4	5	6	Total
"A"	Rural	44	14	70	9	7	0	0	100
	Suburban	21	0	55	37	4	4	0	100
	Village	35	13	59	25	0	3	0	100
	Town	29	0	37	54	6	3	0	100
	City	20	20	45	35	0	0	0	100
"B"	Low Socio-Econ.	12	33	59	8	0	0	0	100
	Farm/Ranch	34	11	66	17	3	3	0	100
	Suburban	17	6	53	35	6	0	0	100
	Average	71	6	51	38	4	1	0	100
	Other	15	12	51	25	6	6	0	100
"C"	Grad. Class Size								
	1 - 25	17	29	65	6	0	0	0	100
	26 - 50	23	16	81	0	0	3	0	100
	51 - 100	20	9	69	14	4	4	0	100
	101 - 200	33	12	49	36	3	0	0	100
	201 - 300	12	0	42	58	0	0	0	100
	301 - 400	13	0	46	46	8	0	0	100
	401 - 500	11	0	17	66	17	0	0	100
	501+	20	0	42	43	10	5	0	100
"D"	All Schools	149	10	55	29	4	2	0	100

Key:
1. None
2. 1-6
3. 7-15
4. 16-25
5. 26-40

*includes band, chorus, glee club, majorettes, musicals, and related activities

TABLE 18. NUMBER OF YEARBOOK PAGES DEVOTED TO CLUBS AND ORGANIZATIONS, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS*

		Factors as a Per Cent of "N"						
	Descriptor	N	1	2	3	4	5	6	Total
"A"	Rural	44	2	32	41	20	5	0	100
	Suburban	21	0	6	34	40	20	0	100
	Village	35	3	30	32	32	3	0	100
	Town	29	3	0	14	55	28	0	100
	City	20	5	15	25	35	10	10	100
"B"	Low Socio-Econ.	12	0	34	50	8	0	8	100
	Farm/Ranch	34	11	66	17	3	3	0	100
	Suburban	17	6	18	12	46	18	0	100
	Average	71	1	10	33	41	14	1	100
	Other	15	15	15	28	42	0	0	100
"C"	Grad. Class Size								
	1 - 25	17	0	82	18	0	0	0	100
	26 - 50	23	10	18	54	18	0	0	100
	51 - 100	20	11	16	52	21	0	0	100
	101 - 200	33	0	6	39	49	6	0	100
	201 - 300	12	0	0	8	50	42	0	100
	301 - 400	13	0	8	23	38	23	8	100
	401 - 500	11	0	0	0	67	33	0	100
	501+	20	0	6	6	60	22	6	100
"D"	All Schools	149	3	19	30	35	12	1	100

Key:
1. None
2. 1-6
3. 7-15
4. 16-25
5. 26-40
6. 41+

*includes such clubs and organizations as Student Council, Language Clubs, Drama, F.F.A., G.A.A., Pep Club, Speech Club, Thespian Society, Chess, Audio Visual Club, Bridge, Y-Teens, Library Aids, Newspaper Staff, Yearbook (Annual), F.H.A., 4-H, Photography, Math Club, etc.

TABLE 19. NUMBER OF YEARBOOK PAGES DEVOTED TO ATHLETICS, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS*

			Factors as a Per Cent of "N"						
	Descriptor	N	1	2	3	4	5	6	Total
"A"	Rural	44	0	7	43	34	16	0	100
	Suburban	31	0	0	0	33	43	24	100
	Village	35	0	6	37	48	6	3	100
	Town	29	0	3	7	35	38	17	100
	City	20	15	5	10	10	35	25	100
"B"	Low Socio-Econ.	12	0	25	42	8	25	0	100
	Farm/Ranch	34	0	6	47	35	12	0	100
	Suburban	17	0	0	12	18	41	29	100
	Average	71	3	1	15	41	27	13	100
	Other	15	7	7	13	40	20	13	100
"C"	Grad. Class Size								
	1 - 25	17	0	23	65	12	0	0	100
	26 - 50	23	4	9	43	35	9	0	100
	51 - 100	20	5	0	40	50	5	0	100
	101 - 200	33	3	3	12	49	30	3	100
	201 - 300	12	0	0	0	42	33	25	100
	301 - 400	13	0	0	8	23	38	31	100
	401 - 500	11	0	0	0	17	66	17	100
	501+	20	0	0	0	22	50	28	100
"D"	All Schools	149	2	4	24	35	24	11	100

Key:
1. None
2. 1-6
3. 7-15
4. 16-25
5. 26-40
6. 41+

*includes all sports including intra-murals, but does not include physical education classes

TABLE 20. NUMBER OF YEARBOOK PAGES DEVOTED TO ADVERTISING, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS*

			Factors as a Per Cent of "N"						
	Descriptor	N	1	2	3	4	5	6	Total
"A"	Rural	44	18	18	22	24	18	0	100
	Suburban	21	24	15	30	11	20	0	100
	Village	35	31	14	20	20	9	6	100
	Town	29	14	14	17	41	14	0	100
	City	20	50	5	10	15	20	0	100
"B"	Low Socio-Econ.	12	33	0	25	17	25	0	100
	Farm/Ranch	34	32	25	9	25	6	3	100
	Suburban	17	24	19	31	13	13	0	100
	Average	71	21	11	21	25	20	2	100
	Other	15	27	6	27	27	13	0	100
"C"	Grad. Class Size								
	1 - 25	17	41	29	6	18	6	0	100
	26 - 50	23	13	21	21	29	16	0	100
	51 - 100	20	30	10	30	30	0	0	100
	101 - 200	33	25	3	30	9	30	3	100
	201 - 300	12	33	8	17	25	17	0	100
	301 - 400	13	23	15	31	23	8	0	100
	401 - 500	11	17	17	17	49	0	0	100
	501+	20	28	6	0	38	28	0	100
"D"	All Schools	149	26	14	20	24	15	1	100

Key:
1. None
2. 1-6
3. 7-15
4. 16-25
5. 26-40

*Pages were summed by fractional parts and rounded to nearest whole page

TABLE 21. NUMBER OF COLOR PAGES IN YEARBOOK, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS

			Factors as a Per Cent of "N"				
	Descriptor	N	1	2	3	4	5	Total
"A"	Rural	44	80	20	0	0	0	100
	Suburban	21	57	43	0	0	0	100
	Village	35	72	28	0	0	0	100
	Town	29	48	48	4	0	0	100
	City	20	67	11	22	0	0	100
"B"	Low Socio-Econ.	12	75	25	0	0	0	100
	Farm/Ranch	34	78	22	0	0	0	100
	Suburban	17	59	35	6	0	0	100
	Average	71	59	35	6	0	0	100
	Other	15	80	20	0	0	0	100
"C"	Grad. Class Size							
	1 - 25	17	91	9	0	0	0	100
	26 - 50	23	92	8	0	0	0	100
	51 - 100	20	80	20	0	0	0	100
	101 - 200	33	61	39	0	0	0	100
	201 - 300	12	46	54	0	0	0	100
	301 - 400	13	61	31	8	0	0	100
	401 - 500	11	17	66	17	0	0	100
	501+	20	35	46	19	0	0	100
"D"	All Schools	149	66	29	5	0	0	100

Key:
1. None
2. 1-10
3. 11-20
4. 21-30
5. 31+

schools had fewer pages in their books and the larger schools had more pages. This was a function of school size, and most certainly was to be expected. These data are presented in Table 22.

TABLE 22. TOTAL NUMBER OF PAGES IN YEARBOOK, CLASSIFIED BY SELECTED DEMOGRAPHIC FACTORS

			Factors as a Per Cent of "N"						
	Descriptor	N	1	2	3	4	5	6	Total
"A"	Rural	44	14	41	32	10	3	0	100
	Suburban	21	0	5	24	42	24	5	100
	Village	35	3	55	30	12	0	0	100
	Town	29	3	3	25	49	17	3	100
	City	20	6	16	26	36	6	10	100
"B"	Low Socio-Econ.	12	19	43	19	19	0	0	100
	Farm/Ranch	34	9	54	25	9	3	0	100
	Suburban	17	0	6	29	35	24	6	100
	Average	71	3	18	35	32	9	3	100
	Other	15	13	33	13	27	7	7	100
"C"	Grad. Class Size								
	1 - 25	17	31	61	8	0	0	0	100
	26 - 50	23	10	59	31	0	0	0	100
	51 - 100	20	5	55	35	5	0	0	100
	101 - 200	33	-	18	52	27	3	0	100
	201 - 300	12	0	8	33	42	17	0	100
	301 - 400	13	0	0	15	69	16	0	100
	401 - 500	11	0	0	17	33	33	17	100
	501+	20	0	0	6	58	18	18	100
"D"	All Schools	149	6	29	28	26	8	3	100

Key:
1. 1-60
2. 61-120
3. 121-180
4. 181-240
5. 241-300
6. 301+

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter is presented in four sections. The first section restates the problem of the study, summarizes the salient positions of the literature and related research, and outlines the procedures which were followed. The second section recapitulates the findings of the investigation. The final two sections state certain conclusions which were drawn from the findings and offer recommendations for future study.

Summary

The problem. The purpose of this study was to analyze yearbooks relative to the quantitative page allotments, when classified by the following factors: (1) size of community (rural, suburban, village, town, or city); (2) self-selected socioeconomic delineator (low, farm-ranch, suburban, average, or other); and (3) size of graduating class (1-25, 26-50, 51-100, 101-200, 201-300, 301-400, 401-500, or 501+).

Related literature. Literature of recent origin dealing with high school yearbook production and analysis was not extensive. The literature tended to be directed toward the advisor rather than toward the student staff. Few research studies have been undertaken in this area, thus leaving much room for concrete data collection and analysis.

There seemed to be little question concerning the value of the yearbook, that is, that they are produced by a vast

majority of the high schools throughout the country. There seemed to be a general consensus that this activity should be continued. The position indicated by the literature was that it is not only of educational benefit to the student, but it is also of value to the school and the community.

The yearbook has generally been described as a record of school history and has often been referred to as a "memory book." The yearbook staff is usually made up of a faculty advisor and a number of students, most of whom are often untrained. Numerous workshops have been offered in an attempt to ameliorate this situation. L. R. Campbell has written extensively in this area, much of his work being directed toward the advisor. Other writing in the area also seemed to follow this pattern. The opinions expressed in the literature urged the advisor to be a teacher and guide in this activity and to avoid the role of "boss."

Methodology. A normative survey was conducted, utilizing a questionnaire specifically designed for this purpose. This questionnaire included a request that the respondent furnish one (free) copy of the 1971 Yearbook. This instrument was mailed to randomly selected schools throughout the United States. A follow-up inquiry was utilized in order to increase the per cent of responses.

Replies were analyzed and a per cent of responses was reported where appropriate. Because of the nature of the

instrument and the responses received the major portion of this study consisted of subjective judgments and interpretative analyses. Data were summarized, tabulated, and classified where appropriate.

Findings

The following findings, indicated by the results of the analysis of the data, were reported:

1. The analysis of the yearbook costs revealed little in the way of a trend except that 80 per cent of the participating schools sold their books in the range of $3.51 to $6.50. The vast majority of the yearbooks were produced without subsidy from the school board, leading to the implication that most yearbooks must be self-supporting.

2. The majority of the yearbooks analyzed contained paid advertising. It consisted of either display ads or contributors pages. Most display advertising tended to be sold at $100 or less per full page ad.

3. All yearbooks were found to contain pictures of seniors. A vast majority contained pictures of all upperclassmen through Grade 10. Larger schools tended to include pictures of fewer classes than did the smaller schools. Group pictures were seldom used.

4. Based upon the classification schema adopted for the study, athletics, general, musical, and club activities received approximately the same per cent of page allotments. Academic

activities were either completely omitted or received a significantly reduced amount of coverage when compared to the other categories.

Conclusions

The following conclusions, based upon the findings, are presented:

1. Yearbooks are basically self-supporting. Advertising and income from the sale of books to members of the student body are the two primary sources of revenue.

2. Yearbooks contain a higher per cent of pages (exclusive of individual pictures) devoted to the various extra- and co-curricular activities than to academic pursuits.

Recommendations for Further Study

1. This study should be replicated. It is believed that a higher per cent of responses could be obtained by making the request for a yearbook at the beginning of the school year, thus obtaining an early commitment to the study of the yearbook staff.

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BIBLIOGRAPHY

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INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

DIVISION OF EDUCATION TEL. NO. 219—283-2141

1920
1970

January 7, 1972

Dear Yearbook Advisor:

Your school has been randomly selected as one of a nation-wide sample to participate in a study of high school yearbooks. We would appreciate it if you would send us a copy of your 1971 yearbook. Upon receipt we will analyze your publication and compare the results of this analysis with other yearbooks from across the nation.

We expect this study to be completed before the start of the next school year. If you wish we will be happy to provide you with a summary of the results of this study. You may obtain this by completing the enclosed form.

We have enclosed a self-addressed mailing label to assist you in mailing your yearbook to us.

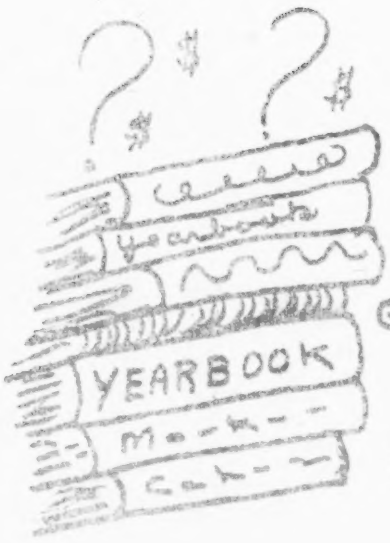
After we have completed our analysis of these yearbooks we will place them on file in our library and they will then be available to the faculty and students of this area for their use as they prepare their own publications. We hope the summary of our work will assist you as you go about the preparation of your own yearbook.

We regret that we are unable to offer you reimbursement for your publication, however, we hope that this project will be of sufficient interest to you that you will be able to donate one copy of your 1971 yearbook to this educational endeavor. We do know that our data will offer you a basis of comparison for your work.

Sincerely,

Charles R. DuVall
Charles R. DuVall
Associate Professor

Wayne J. Krepel
Wayne J. Krepel
Associate Professor



Dear Yearbook Advisor:

When was the last time you and your yearbook staff were asked to contribute between $1.00 and $14.00 to a worthy cause?

It could have been yesterday but we know definitely that it was early last month! Yes - last month you received the letter reproduced on the reverse side - asking you to send us a copy of your yearbook.

We do consider this a worthy cause and hope that the results of the study will aid you in your work and make a contribution to the field. We would like to be able to include your yearbook in our study.

We do realize that we are asking a great deal (indeed - we can't even offer you postage - just a self-addressed mailing label!) but we can offer you a basis of comparison of your year-long efforts in producing your book with others throughout the country. We plan to analyze the yearbooks received on the basis of the following factors:

1. Size of graduating class
2. Number of pages devoted to clubs, activities, academics, athletics, etc.
3. Price of book
4. Cost of advertising
5. Other selected factors

We will analyze the books received before the end of this school year and you will receive a summary of the results of this study before you start the next school year in September. Our data will be placed in a computer and comparisons made on the basis of school size and other factors. We will return to you our original data sheet together with a summary of the study and you will be able to compare your book with others throughout the country.

In order to be able to accomplish this we need only one thing from you - A COPY OF YOUR 1971 YEARBOOK. Won't you please send us a copy of your yearbook (Book Rate) with the enclosed form completed or tell us you can't cooperate in this study?

Thank you for your kind consideration of this request.

Sincerely,

APPENDIX A

School Number _____ _____ (for office use only)

Please answer the following questions concerning your school:

1. Type of school district:

____ (a) rural ____ (b) suburban ____ (c) village under 10,000 ____ (d) town 10-50,000 ____ (e) city 50,000 +

2. Which of the following best describe(s) your school?

____ a public school
____ a parochial (church-supported) school
____ a private non-sectarian school
____ a Vocationally oriented school
____ Other (please specify)

_____

3. Which of the following best describe(s) your school?

____ a school with a majority of students drawn from an extremely low socio-economic background
____ a school with students drawn mainly from farming and/or ranching background
____ a school with a majority of students drawn from a suburban background (i.e. living outside a city or town but not being of an agricultural background).
____ an "average" school where no one type of background, except possibly middle class, predominates.
____ Other (please comment): _____

_____

. . . . . .

Tell us a little about your yearbook (school year 1970-71):

Number of seniors in graduating class _____

Price of yearbook to students $_____ per copy

If you sold advertising what was your rate schedule:

Full page $_____ Quarter page $ _____

Half page $_____ Contributor $ _____

If you would like a summary of the results of this study complete the following:

Name _____ School _____

Address _____ Zip _____

Return to: Charles R. DuVall, Associate Professor,
Indiana University at South Bend, IN. 46615

Use other side of this page for additional comments

PLEASE ENCLOSE THIS FORM WITH YOUR 1971 YEARBOOK

PLEASE ENCLOSE THIS FORM WITH YOUR 1971 YEARBOOK

School _____ Number _____

City _____ State _____ ZIP _____

_____ 1. Type of school district (size)

_____ 2. Descriptor (from form submitted by school)

_____ 3. Descriptor

_____ 4. Number of seniors in graduating class (choose4/5)

A. 1 - 25
B. 26 - 50
C. 51 - 100
D. 101 - 200
E. 201 - 300

_____ 5. Number of seniors in graduating class (choose4/5)

A. 301 - 400
B. 401 - 500
C. 501 - 750
D. 751+
E. No answer

_____ 6. Price - With Conditions (i.e. must sell adv./ have activity card/ board subsidizes, etc.) Choose one 6/7/8/9

A. No Cost to student
B. $ 1.00 or less
C. $ 1.01 - $ 2.00
D. $ 2.01 - $ 3.50
E. $ 3.51 - $ 5.00

_____ 7. Price - With Conditions (see # 6 above) Choose one 6/7/8/9

A. $ 5.01 - $ 6.50
B. $ 6.51 - $ 8.00
C. $ 8.01 - $ 10.00
D. $ 10.00 - $ 12.00
E. $ 12.0 +

_____ 8. Price - No Conditions (mentioned on form) Choose one - 6/7/8/9

A. No Cost to Student
B. $ 1.00 or less
C. $ 1.01 - $ 2.00
D. $ 2.01 - $ 3.50
E. $ 3.51 - $ 5.00

Page 2 of 7 pages Number _____

_____ 9. Price - No Conditions (mentioned on form)
Choose one - 6/7/8/9

A. $ 5.01 - $ 6.50
B. $ 6.51 - $ 8.00
C. $ 8.01 - $ 10.00
D. $ 10.01 - $ 12.00
E. $ 12.01 +

_____ 10. Advertising - Cost for FULL Page Ad (No. 10 or 11)

A. $ 15.00 and below
B. $ 15.01 - $ 30.00
C. $ 30.01 - $ 50.00
D. $ 50.01 - $ 75.00
E. $ 75.01 - $ 100.00

_____ 11. Advertising - Cost for FULL Page Ad (No. 10 or 11)

A. $100.01 - $ 125.00
B. $125.01 +
C. Advertising Not Sold (Check book + form/see "E")
D. Contributors page only.
E. No Response (Check book + form/see "D" & "E")

_____ 12. Contributors Page (may or may not sell page ads)

A. No set amount
B. $ 2.50 and below
C. $ 2.51 - $ 5.00
D. $ 5.01 - $ 10.00
E. $ 10.01 +

_____ 13. Number of SENIOR pictures to page (Grade 12/equivalent)
(estimate mid-point if varied)

A. 1 - 3
B. 4 - 6
C. 7 - 10
D. 11 +
E. Group Picture

_____ 14. Number of JUNIOR pictures to page (Grade 11/equivalent)

A. Not included
B. 1 - 15
C. 16 - 30
D. 31 +
E. Group Picture

Page 3 of 7 pages Number _____

_____ 15. Number of SOPHOMORE pictures to page (Grade 10/equiv.)

A. Not included
B. 1 - 15
C. 16 - 30
D. 31 +
E. Group Picture

_____ 16. Number of FRESHMAN pictures to page (Grade 9/equiv.)

A. Not included
B. 1 - 15
C. 16 - 30
D. 31 +
E. Group Picture

_____ 17. Number of GRADE 8 pictures to page.

A. Not included
B. 1 - 15
C. 16 - 30
D. 31 +
E. Group Picture

_____ 18. Number of GRADE 7 pictures to page

A. Not included
B. 1 - 15
C. 16 - 30
D. 31 +
E. Group Picture

_____ 19. Number of GRADE 6 pictures to page

A. Not included
B. 1 - 15
C. 16 - 30
D. 31 +
E. Group Picture

_____ 20. Number of GRADE 5 pictures to page

A. Not included
B. 1 - 15
C. 16 - 30
D. 31 +
E. Group Picture

Page 4 of 7 pages Number _____

_____ 21. Number of GRADE 4 pictures to page

A. Not included
B. 1 - 15
C. 16 - 30
D. 31 +
E. Group Picture

_____ 22. Number of PRIMARY GRADE (1,2,3) to page

A. Not included
B. 1 - 15
C. 16 - 30
D. 31 +
E. Group Picture

_____ 23. Number of pages devoted to FACULTY, ADMINISTRATION and STAFF (includes teachers, principal(s), superintendent, board of education, teacher aids, cooks, custodians, secretaries, bus drivers, etc.) Use23/24

A. None
B. 1 - 3
C. 4 - 6
D. 7 - 10
E. 11 - 15

_____ 24. Number of pages devoted to FACULTY, ADMINISTRATION and STAFF (see # 23 above) Use either 23 or 24.

A. 16 - 20
B. 21 - 25
C. 26 - 32
D. 33 - 40
E. 41 +

_____ 25. Number of pages devoted to ACADEMIC HONORS (i.e. awards and honors for subject areas, National Honor Society, Class and Graduation standing, etc.) Ues either 25/26

A. None
B 1 - 3
C. 4 - 6
D. 7 - 10
E. 11 - 15

_____ 26 Number of pages devoted to ACADENIC HONORS (see # 25)

A. 16 - 20
B. 21 - 25
C. 26 - 32
D. 33 - 40
E. 41 +

Number _____

_____ 27. Number of pages devoted to ACTIVITIES (i.e. general school pictures, students in hallways, proms, cheerleaders, homecoming, royalty (favorites), Who's Who, Plays and speech (if not a part of clubs and excluding musicals), Use either 27/28

A. None
B. 1 - 3
C. 4 - 6
D. 7 - 10
E. 11 - 15

_____ 28. Number of pages devoted to ACTIVITIES (see # 27)

A. 16 - 20
B. 21 - 25
C. 26 - 32
D. 33 - 40
E. 41 +

_____ 29. Number of pages devoted to MUSICAL ACTIVITIES (i.e. Band, Chorus, Glee Club, Majorettes, Musicals) Use either 29/30

A. None
B. 1 - 3
C. 4 - 6
D. 7 - 10
E. 11 - 15

_____ 30. Number of pages devoted to MUSICAL ACTIVITIES (see # 29)

A. 16 - 20
B. 21 - 25
C. 26 - 32
D. 33 - 40
E. 41 +

_____ 31. Number of pages devoted to CLUBS (ORGANIZATIONS) (i.e. Student Council, Language Clubs, Drama Clubs, F.F.A., G.A.A., Pep Club, Speech Club, Thespian Society, Chess Club, AV Club, Bridge Club, Y-Teens, Library Aids, Newspaper Staff, Yearbook Staff (Annual), F.H.A., 4-H, Photography Club, Math Club, etc.) Use either 31/32

A. None
B. 1 - 3
C. 4 - 6
D. 7 - 10
E. 11 - 15

 Number _____

_____ 32. Number of pages devoted to CLUBS. (see # 31)

A. 16 - 20
B. 21 - 25
C. 26 - 32
D. 33 - 40
E. 41 +

_____ 33. Number of pages devoted to ATHLETICS (All sports, not including physical education classes, but including intra-murals). Use either 33/34

A. None
B. 1 - 3
C. 4 - 6
D. 7 - 10
E. 11 - 15

_____ 34. Number of pages devoted to ATHLETICS (See # 33)

A. 16 - 20
B. 21 - 25
C. 26 - 32
D. 33 - 40
E. 41 +

_____ 35. Number of pages devoted to ADVERTISING (Count pages, half pages, quarter pages, contributors, boosters, etc.) Use either 35/36

A. None
B. 1 - 3
C. 4 - 6
D. 7 - 10
E. 11 - 15

_____ 36. Number of pages devoted to ADVERTISING (See # 35)

A. 16 - 20
B. 21 - 25
C. 26 - 32
D. 33 - 40
E. 41 +

Page 7 of 7 pages Number _____

_____ 37. Number of TOTAL PAGES in Yearbook. Use either 37/38

A. 1 - 60
B. 61 - 90
C. 91 - 120
D. 121 - 150
E. 151 - 180

_____ 38. Number of TOTAL PAGES in Yearbook (See # 37)

A. 181 - 210
B. 211 - 240
C. 241 - 270
D. 271 - 300
E. 301 +

_____ 39. Total number of COLOR PAGES in Yearbook (Regular color, tones - do not count if paper is color and picture toned - do not count inside front and back cover).

A. None
B. 1 - 10
C. 11 - 20
D. 21 - 30
E. 31 +

This yearbook was analyzed by _____

Date _____

Checked by _____

Date _____